

# Sobrecualificación vs. falta de talento

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## Resumen

Las habilidades juegan un papel fundamental en la formación a lo largo de la vida de una persona. En la actualidad el foco está puesto en la valoración de las competencias yendo más allá de los meros resultados académicos. Se trata de un cambio de visión o de paradigma, ya que nos movemos del tradicional “saber qué ha hecho” al actual “saber qué puede hacer y aprender”. En términos de formación comporta pasar del concepto de tareas al de funciones, de centrarse en los conocimientos a hacerlo en las habilidades y las actitudes, en el saber hacer, en cómo afrontar tareas y responsabilidades. Existe, además, una estrecha relación entre el tipo de trabajo y el tejido laboral existente en cada área económica, de manera que los trabajos menos cualificados y los que requieren mayor cualificación se concentran en zonas distintas. En esta propuesta se ha recurrido a un caso de estudio para analizar la relación existente entre las habilidades desarrolladas en la universidad y aquellas exigidas por el mercado laboral en España. Basándonos en el modelo SERVQUAL hemos adaptado un modelo de discrepancias que compara las percepciones de empresarios y graduados. Para ello, se elaboraron dos cuestionarios dirigidos a ambos grupos asegurándonos que las competencias a valorar fueran comparables. Tras analizar las discrepancias los resultados indican que los estudiantes no tienen aprendidas ciertas habilidades que aparentemente les resultarían útiles en su incorporación al mercado laboral, y que tienden a tener un bajo nivel de autoestima y confianza en sí mismos.

*Palabras clave: percepciones; análisis de discrepancias; competencias; ANOVA; modelo SERVQUAL.*

## Overqualification vs. lack of talent

### Abstract

Skills play a crucial role in the life-training of a person. The society is nowadays particularly focused on the assessment of competences, thus going beyond academic results. We are facing a change of paradigm, since we move from the traditional “know what you have done” to the current “know what you can do and learn”. In terms of training, it means moving from the concept of tasks to functions, from focusing on knowledge to doing it on skills and attitudes, on know-how, on how to face tasks and responsibilities. Besides, skills are closely related to the type of work and the labor market existing in each country or economic area and has to do with the fact that low skilled jobs are relegated to very specific areas, whereas high developed areas center their efforts on more qualified jobs. This research uses a case study to analyze the relationship between the skills developed at university and those that labor market demands in Spain. Building on the SERVQUAL model, we adapt a gap model comparing businessmen’ and graduates’ perceptions of required and acquired competences. We developed two questionnaires addressed to both groups of individuals, ensuring that the same sets of competences were directly comparable. After analyzing the discrepancies corresponding to 30 competences grouped into three sets, we conclude that graduates are not prone to learn certain skills that apparently would be useful to successfully join the labor market, and that they seem to lack self-esteem and self-confidence in their abilities and knowledge.

*Keywords: perceptions; gap analysis; competence; ANOVA test; SERVQUAL model.*

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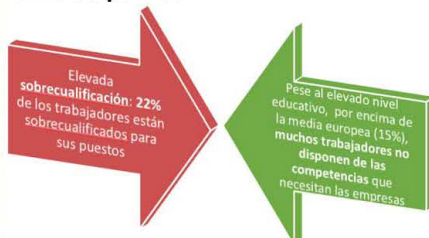
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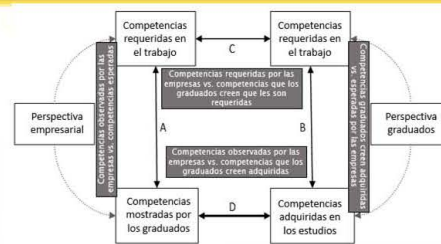


### Punto de partida



La aproximación entre el mundo académico y el empresarial tiene un largo recorrido por realizar

La adquisición de un nivel sólido de competencias actúa como facilitador de la transición al mercado laboral



### Modelo

### Análisis

Los estudiantes deben reforzar la confianza en las habilidades que poseen

Los empleadores hacen hincapié en reforzar habilidades individuales y colectivas, así como en un aprendizaje orientado a la práctica que a su vez fomente la iniciativa del estudiante

Las empresas deben explicitar cuál es el perfil de trabajador que mejor se adapta a sus necesidades

El estudio del tejido empresarial proporciona información clave

Los estudiantes deben convertirse en constructores activos de su conocimiento más que ser receptores pasivos de contenidos

### Discusión

¿Debería la Universidad tener un papel más activo en la sociedad?

### Diseño del estudio

- Encuestas a graduados y empresas
- 30 competencias agrupadas en 3 bloques. Escala de Likert 1-6

### Metodología

- Adaptación del modelo SERVQUAL (análisis de discrepancias)
- Basado en medidas subjetivas (percepciones)
- Análisis de las discrepancias por comparación de medias → ANOVA

### Resultados

COMPETENCES	GAP A	GAP B	GAP C	GAP D
<b>Instrumental</b>				
1 Analysis and synthesis	0.7*	0.8*	-0.1	0.0
2 Organization and planning	0.9*	1.1*	-0.2*	0.0
3 General basic knowledge	0.3*	0.0	0.3*	0.0
4 Specific degree knowledge	0.2*	0.0	0.4*	0.2*
5 Foreign language knowledge	0.5*	2.5*	-0.2	1.8*
6 Computer skills	0.6*	2.3*	-0.3*	1.5*
7 Knowledge application into practice	0.7*	1.7*	0.0	1.0*
8 Problem solving	1.2*	1.6*	0.1	0.5*
9 Information management	0.6*	1.0*	0.2	0.6*
10 Autonomous work ability	0.9*	0.7*	-0.1	-0.2

¿Cuál es el balance entre conocimientos básicos y habilidades profesionales?

¿Cuáles serán las necesidades competenciales futuras?

Intepersonal				
1 Catalan and/or Spanish oral	0.3*	1.2*	-0.1	0.9*
2 Catalan and/or Spanish written	0.5*	0.9*	0.0	0.5*
3 Critical and self-critical ability	0.8*	0.7*	0.1	0.1
4 Team work	0.7*	1.7*	0.1	1.1*
5 Leadership	0.6*	1.5*	-0.2*	0.7*
6 Ability to work under pressure	1.2*	1.8*	-0.4*	0.2
7 Ability to pass on knowledge	0.7*	1.1*	0.0	0.4*
8 Negotiating skills	0.9*	1.9*	-0.2	0.8*
9 Appreciation of multiculturalism	-0.1*	0.5*	0.5*	1.1*
10 Ability to impose authority	0.4*	1.3*	-0.2	0.8*
<b>Professional / Systemic</b>				
1 Ability to adapt to new situations	0.9*	1.6*	0.0	0.8*
2 Capacity to learn	0.6*	0.9*	0.2*	0.5*
3 Creativity	0.7*	1.3*	0.3*	0.9*
4 Initiative and entrepreneurship	1.1*	1.6*	0.2*	0.8*
5 Self-demand & success concern	1.0*	1.3*	0.2	0.3*
6 Responsibility and decision making	1.1*	1.6*	-0.2	0.3*
7 Economic vocabulary use and reasoning	0.2	0.2	-0.1	-0.1
8 Conclude and interpret results	0.9*	1.0*	-0.1	0.0
9 Ability to make technical reports	0.7*	1.6*	-0.1	0.8*
10 Business ethics	0.6*	0.9*	1.1*	1.4*

### Lack of Applicants, Experience and Skills are Top Drivers of Talent Shortages



27% of employers say applicants lack either the hard skills or human strengths they needed to fulfill their roles

Solving the talent shortage, build, buy, borrow and bridge (p.7)

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# Food waste valorisation through the Blue Economy

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## **Abstract**

This teaching project connects to what is now known as the Blue Economy, which goes beyond the globalised economy and the Green Economy. The time has come to shift to a competitive business model that meets everyone's basic needs with what is available locally. The power of the Blue Economy is that it injects money back into the local economy and, contrary to traditional belief, offers high quality products at a lower price. It has been estimated that on a global scale, roughly one-third of food produced is lost or wasted, corresponding to about 1.3 billion tons of food per year (FAO, 2019). Moreover, approximately 3.49 billion tons of CO<sub>2</sub> equivalent of greenhouse gases are generated by lost or wasted food along the supply chain. Wastes from food industry constitute a great loss in nutrients and biomass that could be used as functional foods or as a source for obtaining other bio-products (Esparza et al., 2020). Currently not many food waste valorisation techniques have been implemented on large scale as continuous waste management options. The main reason is cost effectiveness, due to high transportation and storage costs of wastes and overall process viability. Professor Yoshihito Shirai from the Kyushu Institute of Technology (KIT) in Japan observed how restaurants in Japan discarded vast amounts of food. As the stress on the local landfill increases, and the desire to reduce carbon emissions became more pronounced, Prof. Shirai designed a production unit for poly-lactic acid (PLA) where the base is raw material in the form of starch from food waste. Students have looked at food waste using data from the Food Loss and Waste Database (United Nations) for different cities around the world. The objectives pursued were: (1) analyze economic estimations involving cost and benefits of PLA production and (2) calculate net social benefits based on the assumption that bioplastic is an alternative to the existing petroleum-based plastic. The Cost-Benefit Analysis was applied as a tool for evaluating a project in order to help public sector to inform their decisions about pursuing bioplastics as the new wave industry replacing fossil-based plastics.

*Keywords: food waste, valorization, bioplastics, blue economy, cost-benefit analysis.*